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ABSTRACT

This document presents 66 statements of generic (common to all areas, subjects, and levels) teaching competencies, culled from over 500,000 submitted by 1,400 programs in 83 Pennsylvania colleges and universities. It is warned that this is a working document presented for validation and revision and is dated by authorships prior to 1972. The 66 competency statements are grouped under seven broad subject headings: theoretical knowledge of educational concepts, implementation of theoretical concepts and information in the classroom, developing students' abilities, teaching technique, evaluating and measuring students' progress, knowledge of growth and development, and professional attitude. Included as appendixes are the program chart of the Pennsylvania CBTE (Competency-Based Teacher Education) Project, selection criteria, names and addresses of participants in the June workshop, and the 403 competency statements from which the generic skills were selected. (JA)

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Generic Teaching Competencies:

An Interim Inventory for Subsequent Independent Development by Pennsylvania Colleges and Universities

SP 007 406

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Table of Contents

	Page
Foreword by Secretary Pittenger	iv
Introduction	1
Interim Inventory of Generic Teaching Competencies	3
Development	4
Form	5
Use	5
Statements of Competencies	7
Appendices	15
Program Chart, Pennsylvania CBTE Project	17
Selection Criteria	18
Set of 403 Competency Statements	19
June Workshop Participants and Addresses	55

Foreword

In November 1972, the Department of Education became involved in a long range plan to assist colleges and universities in the Commonwealth to develop competency-based teacher education programs. The Interim Inventory presented in this report is the first major step and may well become a benchmark for the preparation and certification of professional personnel in Pennsylvania. It has involved the cooperative efforts of advisory and ad hoc committees, teachers, teacher educators, future teachers, college and university administrators, and consumer representatives for public education.

I would like to express my appreciation for this particular response to the Pennsylvania Competency-Based Teacher Education Project. It begins a new effort to extend the quality of public elementary and secondary education through improved professional preparation. I look forward to future reports as institutions develop competency-based curricula and evaluate their effectiveness and as the Department of Education seeks a competency-based mechanism for certification.

John C. Pittenger
Secretary of Education
Commonwealth of Pennsylvania

Introduction

The Pennsylvania Competency-Based Teacher Education Project is a flexible program of professional leadership and technical assistance for developing competency-based programs in the Commonwealth. The Project's plan involves five stages (Program Chart, revised 5/73, is appended) and this inventory represents completion of Stage I, Phase B. Phase A was completed in June 1972, when over 1,400 competency studies for teacher education programs in 83 colleges and universities were received by the Department of Education. Phase B was developed from Phase A data and presents the Interim Inventory of Generic Competencies. Phase C also will use Phase A data but will produce interim inventories of specialized competencies such as elementary education, music education, and social studies education.

Phase B and the resulting interim inventory involved planning by Lock Haven State College, the consulting firm of Human Response Associates, Inc., of Spring House, Pennsylvania, and the Division of Teacher Education, as well as various committees of teacher educators from across the state. More important, however, was the commitment to the Project by the schools, colleges, and universities in Pennsylvania which provided group leaders, experienced teachers, and the students to process Phase A data for Phase B.

ESEA, Title V, Section 503 funds provided the necessary resources which culminated in the June Workshop at Lock Haven State College. Timing of the funding and the academic calendars was not optimal, yet with the help of the outside contractors and the extraordinary efforts of the group leaders, Phase B was completed successfully and on schedule. The significant events of Phase B were the three-day

seminars for 60 group leaders in April and May, and the June "Action" Workshop at Lock Haven State College. The consequence include the Interim Inventory of Generic Competencies, a higher level of professional commitment to competency-based teacher education, new forms of inter-institutional cooperation, and momentum for developing competency-based programs.

The Interim Inventory of Generic Competencies is just that! It represents the best efforts to refine and to reduce the competency statements submitted by colleges and universities in 1972. It is incomplete, is dated by authorships prior to 1972, is not "Harrisburg dicta" prescribing teacher education, and is above all, a working document. As such it is presented for validation, revision, and possible implementation by teacher educators through pre- and in-service programs on college and university campuses and in elementary and secondary schools. This Report to the Field of Stage I, Phase B, is an abridged version of the final ESEA, Title V Report which is available for examination in the Division of Teacher Education.

Interim Inventory

of

Generic Teaching Competencies

Pennsylvania Competency-Based Teacher Education Project

1972-1973

Interim Inventory of Generic Teaching Competencies

Development

The Interim Inventory of Generic Teaching Competencies is a list of 66 discrete statements. The 66 were reduced from over 50,000 submitted by 1,400 programs in 83 Pennsylvania colleges and universities. The task was massive, yet particular care was exercised tc preserve the original data's integrity and to apply the best professional judgment.

The first step was to separate generic competencies (common to teaching in all areas, subjects, and levels) from specialized competencies (applicable only to a particular area, subject, or level). The Department of Education's external contractor, Human Response Associates, Inc., reviewed the generic statements to identify and to remove similar statements and then arranged the resulting 4,000 into categories for processing at the June "Action" Workshop. In the meantime, Human Response Associate, Inc., met with 30 pairs of group leaders from the colleges and universities for three days in April and again for three days in May to develop group process techniques, workshop procedures, and selection criteria for determining the Interim Inventory.

The June Workshop for over 350 participants opened on Sunday, June 3, at Lock Haven State College with addresses by Pennsylvania's Commissioner for Higher Education, Jerome Ziegler, and Karl Massanari, Director of the American Association of Colleges for Teacher Education's Performance-Based Teacher Education Project. Later in the evening the participants formed 26 groups of 10 to 15 members with leadership pairs. Each group was given a set of approximately 250

statements and the charge to reduce the number as much as possible through application of the selection criteria. As a reliability check, each set of 250 was processed independently by two groups and then the results were combined. By Wednesday afternoon, the 4,000 statements were reduced in number by rejection or re-writing to 403 statements.

The group leaders remained Wednesday and Thursday after the other participants left in order to draft the Interim Inventory and to provide guidance for the subsequent steps in the Pennsylvania Competency-Based Teacher Education Project. Through the efforts of a committee of 12 group leaders, the 403 were reduced further to the final number of 66, the Interim Inventory. The 66 statements follow and the parent set of 403 is appended.

Form

To facilitate processing by teacher educators, the Interim Inventory's format provides for clipping and transfer of each statement to an index card. The statement number is for identification purposes only and has no further significance. The category and sub-category titles may be useful, but should not be regarded as definitive and may be completely disregarded.

Use

The Interim Inventory is a research and development instrument. As such it is not a standard by which teacher education programs will be evaluated for Program Approval or by which the quality of teaching in elementary and secondary classrooms will be assessed. Individual programs may want to use the Inventory to compare their intended results for their own teacher education programs with the collective thinking

of those persons who participated in the June Workshop, and then possibly introduce program design changes. Gaps may become apparent, and additions or changes are probable. Eventually the Interim Inventory will be refined and will become a basis for developing competency-based assessment in Pennsylvania.

Caution must accompany the use of the Interim Inventory for it may omit important competencies and is based on statements written prior to 1972. As we proceed, we must be sensitive to developments in teacher education, constantly changing teacher roles, advances in educational technology, and constructive philosophical criticism. Since the statements are terminal objectives, each program may wish to develop its own sets of enroute and enabling objectives.

Although specific means and occasions for providing feedback on the Interim Inventory will be afforded in 1973-1974, reactions and suggestions in any form are solicited and will be welcomed at any time. Please communicate directly with the Director, Division of Teacher Education, Bureau of Teacher Education and Certification, Pennsylvania Department of Education.

Statements of Competencies

Theoretical Knowledge of Educational Concepts

Philosophical and Historical Concepts

1. The teacher will demonstrate knowledge of philosophical implications in the establishment of educational program directions, priorities, and goals.

2. The teacher will evaluate instructional practices in terms of political, social, economic, and religious history of our country.

Personal Philosophy, Attributes, and Characteristics

3. The teacher will formulate a personal philosophy of education which is both theoretical and practical.

4. The teacher will exhibit personal characteristics which reflect enthusiasm toward his/her profession.

Use of Information

5. The teacher will locate, acquire, organize and analyze information in a manner consistent with established standards of scholarships.

6. The teacher will demonstrate a knowledge of the technique for the analysis of an educational issue, problem, or theory.

Implementation of Theoretical Concepts and Information in the Classroom

Learning Theory

7. The teacher will select, evaluate, and implement the most appropriate principles of learning currently available to educators.

Educational Research

8. The teacher will read, interpret, and evaluate research and relate the findings to teaching practice.

9. The teacher will effectively use the tools of research in curriculum planning.

Planning

10. The teacher will prepare comprehensive learning sequences and long range instruction for accomplishing specific educational objectives.

11. The teacher will select, identify and implement classroom procedures which are consistent with instructional objectives.

12. The teacher will provide alternative ways for students to satisfy objectives.

Teaching Methods and Techniques

13. The teacher will use methods of teaching which are defensible in terms of psychological and social learning theories.

14. The teacher will demonstrate the application of the latest techniques, methods, and materials in their respective teaching fields.

Developing Students' Abilities

Developing Students' Thinking Skills

15. The teacher will demonstrate the use of skillfull questions that lead pupils to analyze, synthesize, and think critically.

16. The teacher will be able to tolerate and encourage divergent as well as convergent thinking in order to facilitate the functioning of the creative process.

17. The teacher will promote the development of information organizing skills, e.g. note taking, outlining, summarizing and translating by children.

Encouraging Students' Creativity

18. The teacher will guide research and creative projects that are devised by students.

Developing Basic Skills

19. The teacher will use instructional strategies that lead students to make functional use of the basic study skills.

20. The teacher will select materials from various content areas where pupils apply language arts and reading skills.

Widening Students' Comprehension

21. The teacher will demonstrate to the pupils the interrelationships among subject matter areas.

22. The teacher will demonstrate the ability to communicate subject matter, including the objectives and vocabulary in concepts and words appropriate to the level of the pupil understanding.

Teaching Technique

Widening Students' Comprehension

23. The teacher will employ a variety of techniques, materials, and methods which will actively involve each student in the learning situation.

Grouping

24. The teacher will demonstrate the ability to apply a variety of instructional patterns and grouping skills.

Motivational Technique

25. The teacher will apply motivational techniques that are appropriate for the level of the pupils.

26. The teacher will use feedback to modify classroom practices.

27. The teacher will demonstrate the ability to direct and participate in group processes in the classroom.

28. The teacher will be able to identify the manner in which the peer group influences each individual in the group.

29. The teacher will be able to establish guidelines for developing and maintaining control in the classroom, including the resolution of individual pupil problems with a minimum of disruption.

Use of Resources

Media

30. The teacher will demonstrate effective use of library facilities, instructional media, and other educational technology.

31. The teacher will use appropriate school and community resources as well as colleagues and paraprofessionals to facilitate optimum learning for all students.

Evaluating and Measuring Students' Progress

Use of Test Results as Feedback

32. The teacher will use appropriate evaluative procedures as an integral part of the total learning context.

33. The teacher will incorporate pupil progress data from multiple assessment techniques in planning instruction.

Ethical Use of Evaluation Data

34. The teacher will demonstrate the knowledge of and commitment to ethical and professional standards regarding the acquisition, handling, and explaining of student evaluation data.

Adapting to Surroundings

35. The teacher will adapt to varying school situations and conditions.

36. The teacher will adjust components of the physical environment to ensure student comfort, health, and safety and facilitate learning.

37. The teacher will maintain an educational environment conducive to developing positive attitudes toward learning.

Relating to Students

38. The teacher will demonstrate a firm commitment to the ideal that teaching implies compassion and humility with a respect for the dignity of the student regardless of the value system of the teacher.

39. The teacher will evidence fairness, tact, compassion and good judgment in dealing with pupils.

Knowledge of Growth and Development

Individual Differences and Needs

40. The teacher will utilize knowledge of physical, mental, social and emotional growth and development to planning learning experiences to meet the special needs of children of various ages.

41. The teacher will create an awareness among students of their individual differences and have them respond accordingly.

Special Problems

42. The teacher will be able to establish rapport with individual students and make provision for special needs of students according to their ability and background.

43. The teacher will identify exceptional characteristics of learners.

44. The teacher will demonstrate understanding of the limits of one's professional competencies so that other appropriate professional assistance can be utilized to the benefit of the student.

45. The teacher will discriminate between normal and deviant behavior and make referrals to the appropriate professionl agency.

46. The teacher will prescribe remedial action for diagnosed learning problems.

47. The teacher will identify the problem readers and make appropriate referrals.

Awareness of Cultural Diversity

48. The teacher will evaluate and take appropriate steps to clarify with statements many of the cultural biases, myths and generalizations to which they are exposed.

49. The teacher will demonstrate how one's environment and culture influences the development of attitudes toward self and others.

50. The teacher will provide learning experiences which enable students to transfer principles and generalization developed in school to situations outside of the school.

Clarifying Values

51. The teacher will assist students to clarify their values in various learning situations.

52. The teacher will aid students in the selection of, and evaluation of their progress toward, personal goals and objectives.

53. The teacher will use teaching techniques and strategies that aid students in developing a positive self-image.

Professional Attitude

Self-Evaluation

54. The teacher will demonstrate continuing self-evaluation through selection and application of a variety of resources for this purpose.

Accountability

55. The teacher will apply the concept of accountability as it relates to the students, their parents and the instructional process.

56. The teacher will exhibit a professional attitude toward assigned and non-assigned responsibilities.

Relating to Community

57. The teacher will demonstrate the ability to communicate effectively with members of the school community.

58. The teacher will demonstrate an awareness of the relationship of his/her personal ethics to professional ethics and the values of the community.

59. The teacher will demonstrate cooperation in planning educational activities with colleagues, administrators, supervisory personnel and students.

60. The teacher will plan and participate in meetings of school and community organizations to assist in developing programs for educational change.

Knowledge of Educational System and Structure

61. The teacher will identify the agencies and agents which affect, make, and implement educational policy at the local, state, and federal levels.

Career Patterns

62. The teacher will describe the career patterns of teachers -- supply and demand, economic and social status, security, benefits, responsibilities.

School Systems

63. The teacher will describe the organization of administrative, instructional, and service units in designated school systems.

64. The teacher will be aware of the problems and advantages of teacher negotiations as they reflect emerging change in the relationship between teachers and the administrative hierarchy in education.

School Law

65. The teacher will be able to locate school laws and identify those provisions and legislations essential to the rights, responsibilities and liabilities of teachers, staff, students, and the school as an institution.

School Finance

66. The teacher will describe essential components of school finance at the local, state, and federal levels.

Appendices

Program Chart, Pennsylvania CBTE Project

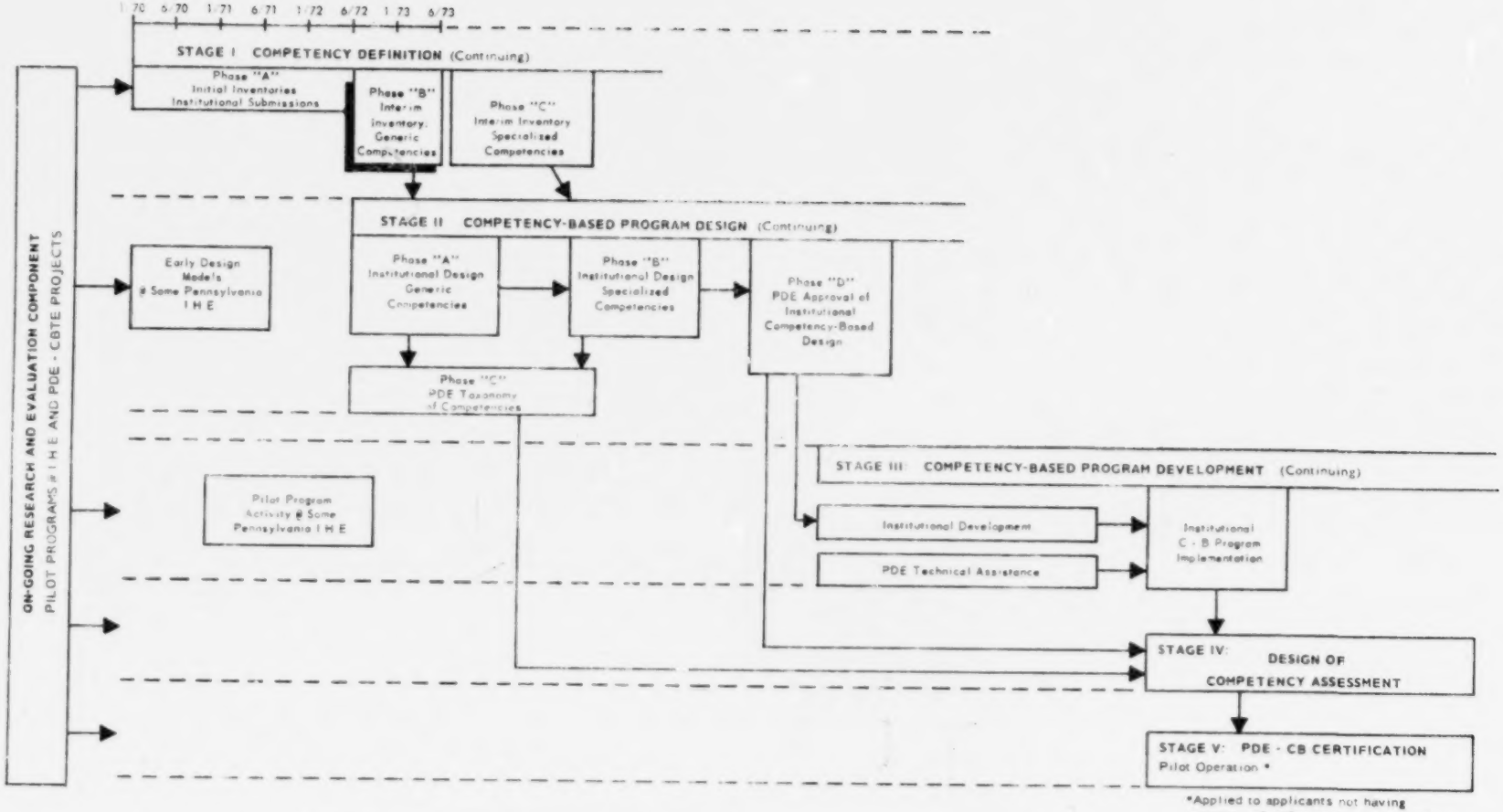
Selection Criteria

Set of 403 Competency Statements

June Workshop Participants and Addresses

Program Chart, Pennsylvania CBTE Project

(revised in May, 1973)

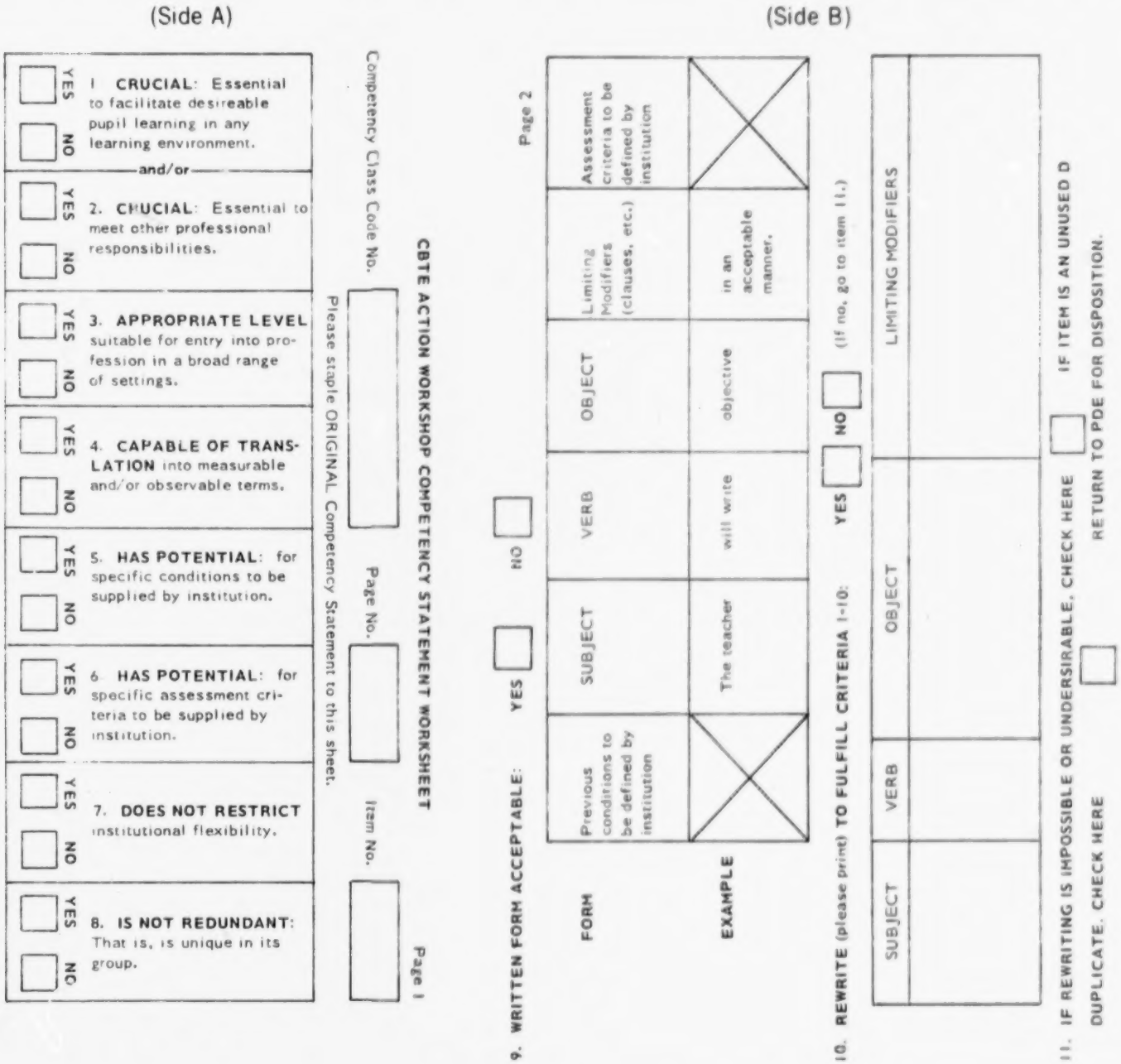

1/70 6/70 1/71 6/71 1/72 6/72 1/73 6/73
STAGE I COMPETENCY DEFINITION (Continuing)
Phase "A" Initial Inventories Institutional Submissions
Phase "B" Interim Inventory Generic Competencies
Phase "C" Interim Inventory Specialized Competencies
STAGE II COMPETENCY-BASED PROGRAM DESIGN (Continuing)
Early Design Models @ Some Pennsylvania I H E
Phase "A" Institutional Design Generic Competencies
Phase "B" Institutional Design Specialized Competencies
Phase "D" PDE Approval of Institutional Competency-Based Design
Phase "C" PDE Taxonomy of Competencies
STAGE III COMPETENCY-BASED PROGRAM DEVELOPMENT (Continuing)
Pilot Program Activity @ Some Pennsylvania I H E
Institutional Development
PDE Technical Assistance
Institutional C - B Program Implementation
STAGE IV: DESIGN OF COMPETENCY ASSESSMENT
STAGE V: PDE - CB CERTIFICATION Pilot Operation *
ON-GOING RESEARCH AND EVALUATION COMPONENT
PILOT PROGRAMS @ I H E AND PDE - CBTE PROJECTS

*Applied to applicants not having institutional endorsement via program approval.

5-STAGE PENNSYLVANIA COMPETENCY-BASED TEACHER EDUCATION PROGRAM (Rev. 5/73)

SELECTION CRITERIA

The Selection Criteria used in the June workshop to determine the Interim List were developed by the Group Leaders at the May training session at Lock Haven State College's Sieg Conference Center. The criteria were then printed on both sides of a slip of paper (8 1/2 x 4), suitable for attaching to each of the 4,000 statements processed at the workshop. These criteria were to be applied in the number order, with a statement being rejected as soon as a "NO" box was checked. Each rejection was validated and the rejected statements have been preserved along with their Selection Criteria Worksheets. (The worksheet as appearing below has been reduced in size for this publication.)


(Side A)
(Side B)
YES NO 1. CRUCIAL: Essential to facilitate desireable pupil learning in any learning environment.
—and/or—
YES NO 2. CRUCIAL: Essential to meet other professional responsibilities.
YES NO 3. APPROPRIATE LEVEL suitable for entry into profession in a broad range of settings.
YES NO 4. CAPABLE OF TRANSLATION into measurable and/or observable terms.
YES NO 5. HAS POTENTIAL: for specific conditions to be supplied by institution.
YES NO 6. HAS POTENTIAL: for specific assessment criteria to be supplied by institution.
YES NO 7. DOES NOT RESTRICT institutional flexibility.
YES NO 8. IS NOT REDUNDANT: That is, is unique in its group.
CBTE ACTION WORKSHOP COMPETENCY STATEMENT WORKSHEET
Competency Class Code No.
Page No.
Item No.
Page 1
Please staple ORIGINAL Competency Statement to this sheet.
Page 2
9. WRITTEN FORM ACCEPTABLE: YES NO
FORM
Previous conditions to be defined by institution
SUBJECT
VERB
OBJECT
Limiting Modifiers (clauses, etc.)
Assessment criteria to be defined by institution
EXAMPLE
The teacher
will write
objective
in an acceptable manner.
10. REWRITE (please print) TO FULFILL CRITERIA 1-10: YES NO (If no, go to item 11.)
SUBJECT
VERB
OBJECT
LIMITING MODIFIERS
11. IF REWRITING IS IMPOSSIBLE OR UNDERSIRABLE, CHECK HERE
IF ITEM IS AN UNUSED D
DUPLICATE, CHECK HERE
RETURN TO PDE FOR DISPOSITION.

Set of 403 Competency Statements

Set of 403 Competency Statements

Psychology, Implementation of Psychological Principles
(Group 1; Leaders: Whatley-Johnson)

1. The teacher will demonstrate the techniques of problem-solving and facilitate creativity.
2. The teacher will be able to demonstrate a knowledge of normal human personality development and behavior appropriate to the various age level.
3. The teacher will demonstrate an understanding of the causes of behavior problems and patterns of pupil adjustment.
4. The teacher will be familiar with the structure, origins, and function of the self.
5. The teacher will demonstrate a knowledge of the structuring of the learning environment so as to promote optimum health for pupils.
6. The teacher will demonstrate knowledge of the potential of emotions for affecting the physiological conditions of the body.
7. The teacher will demonstrate a knowledge of human development and its implications for teaching learning.
8. The teacher will encourage students to accept responsibility for their own learning appropriate to their developmental level.

Learning Theory, Implementation of Psychological Principles, Professional Traits, Professional Behavior: Joining Professional Organizations, etc., Teaching as a Profession, Professional Organization and Literature
(Groups 2 and 21; Leaders: Walters-Deischer, Cierpliowski-Masemore)

2. The teacher will demonstrate cooperation in planning educational activities with colleagues, administrators, and supervisory personnel.
3. The teacher will use student records in a way which will assure the privacy of the individual student.

15. The teacher will demonstrate personal growth by using professional resources such as literature, organizations, and workshops.

19. The teacher will use appropriate school and community resources as well as colleagues and paraprofessionals to facilitate optimum learning for all students.

40. The teacher will plan and participate in meetings of school and community organizations to assist in developing programs for educational change.

2. The teacher will describe the school as a social system.

3. The teacher will list basic rights, responsibilities, and ethics including certification requirements and statutory benefits inherent in professional service.

4. The teacher will identify the scope, variety and changing nature of professional opportunities within the field of education.

5. The teacher will analyze the problems and advantages of teacher negotiations as they reflect changes in public education.

6. The teacher will cite specific criteria which indicate that teaching is a profession.

7. The teacher will describe the line and staff relationships of a typical local school district plus the relationships between state and federal levels.

9. The teacher will describe the ways in which a teacher may secure Level I and II certification in Pennsylvania.

1. The teacher will exhibit the ability to make decisions relevant to the amount of personal effort needed to develop an environment for learning.

2. The teacher will demonstrate a willingness to cooperate with students, teachers, administrators, parents, and other school and community groups.

7. The teacher will demonstrate with examples a positive attitude toward educational development.

9. The teacher will perform in a manner consistent with an acceptable code of professional ethics with respect to: administrators, pupils, peers, parents, and the community at large.

10. The teacher will demonstrate knowledge of administrative policies and practices and a respect for them.

14. The teacher will demonstrate a willingness to become an active participant in civic affairs.

18. The teacher will demonstrate an awareness of the relationship of his/her personal ethics to professional ethics and the values of the community.

19. The teacher will demonstrate a willingness to seek aid and advice about professional concerns.

21. The teacher will demonstrate an awareness of legal rights and responsibilities of teachers and students.

22. The teacher will exhibit a professional attitude toward assigned and non-assigned responsibilities.

30. The teacher will read about new developments in education and independently seek relevant experiences which promote further professional growth and development.

32. The teacher will demonstrate a firm commitment to the ideal that teaching implies compassion and humility with a respect for the dignity of the student regardless of the value system of the teacher.

33. The teacher will demonstrate a commitment to teaching by confronting educational problems as they arise and by seeking reasonable solutions.

37. The teacher will demonstrate a willingness to adapt the curriculum to meet the student.

37. The teacher will demonstrate a sensitivity to the needs of community and encourage parental involvement.

39. The teacher will demonstrate that he/she can plan lessons.

-- The teacher will define "learning" from a variety of theoretical perspectives.

-- The teacher will describe the relationship between learning theory and curriculum development.

-- The teacher will compare, contrast, and clarify the basic issues and current evidence underlying sound classroom procedures.

-- The teacher will relate the ways in which the students learn to various kinds of learning resource materials.

-- The teacher will identify the procedures which promote the learning of skills, the learning of concepts, problem solving, the development of attitudes and appreciations, and the development of creative potential.

-- The teacher will give examples of learning experiences that could produce multiple learning courses.

-- The student will be able to review, discuss, and administer perceptual-motor instruments to reveal primary learning disabilities of the subject.

-- The teacher will cite evaluation procedures appropriate to the learning situation.

-- The teacher will describe the relationship between the climate for learning in the classroom and the achievement of a student.

-- The teacher will explain how personality is formed and its relationship to learning and performance.

-- The teacher will describe motivation and its impact on learning and performance.

-- The teacher will describe learning strategies that enhance the individual and group potential affecting the environment of learning.

-- The teacher will identify strategies for individualizing instruction including use of programmed materials and teaching machines.

-- The teacher will differentiate among different kinds and levels of learning according to a variety of learning theories.

-- The teacher will describe physical factors that may affect learning.

-- The teacher will describe the fundamental processes of behavior modifications.

-- The teacher will identify various reward systems inside and outside classroom situation.

-- The teacher will be able to understand the use of feedback mechanisms to modify classroom practices.

-- The teacher will interrelate concepts of human development with concepts of learning.

-- The teacher will describe the effects of developmental irregularities resulting in learning handicaps.

-- The teacher will explain how readiness influences learning.

-- The teacher will express a philosophical view based upon knowledge of various learning theories consistent with the anticipated role in the classroom.

-- The teacher will select, describe, evaluate, and implement the most appropriate principles of learning theories currently available to educators.

-- The teacher will plan learning strategies designed to reward alternative approaches used by the learner in a variety of situations including the development of skills concepts, problem solving, attitudes, appreciations, and creative potential.

-- The teacher will develop standards of performance commensurate with the entering behaviors of students.

-- The teacher will recognize resources for ongoing research and related to teaching, learning, and particular disciplines; and interpreting and applying the findings.

-- The teacher will identify and apply alternative reinforcement system.

-- The teacher will use methods of teaching which are defensible in psychological and social theories of learning.

-- The teacher will design teaching-learning episodes for the purpose of personalizing instruction.

-- The teacher will be able to tolerate and encourage divergent as well as convergent thinking in order to facilitate the functioning of the creative process.

-- The teacher will identify the causes and effects of the changing roles of the teacher and the power of teacher organizations.

-- The teacher will cite the problems and advantages of teacher negotiations as they reflect emerging change in the relationship between teachers and the administrative hierarchy in public education.

-- The teacher will describe the process of professional negotiations.

-- The teacher will demonstrate an awareness of professional organizations and publications related to his/her field.

-- The teacher will cite the advantages and/or disadvantages of membership in the various professional organizations in education.

-- The teacher will demonstrate an awareness of federal, state, and local legislation affecting professional organizations and their restraints regarding lobbying and collective bargaining procedures.

-- The teacher will identify the formal and informal power structure within an organization.

-- The teacher will demonstrate an awareness of the possible fringe benefits in a typical school district.

(Consensus was not achieved on the following statements by the two groups)

22. The teacher will demonstrate awareness of the need for individual support of and contribution to local, regional, national and international professional programs and organizations.

31. The teacher will be aware of and be able to adjust to established school policies and standards; however, he or she must also have the ability to promote and bring about needed changes by working through accepted processes.

33. The teacher will demonstrate a knowledge of teacher professional organizations and their relationship to teachers and local school districts.

37. The teacher will demonstrate his/her ability to apply principles of human relations by effecting positive relationship among students, faculty, and the community.

17. The teacher will view the profession as one who is cognitively oriented, socially aware and self-confident for today's world and the promise of tomorrow.

44. The teacher will be able to accept and live with the ambiguities in the life of the professional teacher; always in part a stranger; and "expert" in the area all Americans know themselves to be expert; attempting a public duty publicly exposed; at once the moral arbiter and hired hack; able to move through Miss Dove, Mr. Chips and all similar inaccuracies self-imposed or offered externally to a new conception of professional, socially aware, congitively oriented, self-confident, doing a job now and later which is its own and only reward.

Growth and Development, Application of Principles of Growth and Development, Building Children's Self-Image, Assisting Pupil Adjustment, Psychology, Implementation of Psychological Principles
(Combined Groups 3 and 5; Leaders: Bell-Trueblood, Blake-Rosseau)

1. The teacher will maintain appropriate records of pupil behavior based on observation without value judgment.

2. The teacher will identify exceptional characteristics of all learners.

3. The teacher will assess children's needs as influenced by social background, parental aspiration, neighborhood, school, peer group and other significant socio-economic influences.

4. The teacher will discriminate between normal and deviant behavior and make referrals to the appropriate professional agency.

5. The teacher will include diagnosis, feedback, and evaluation in his/her instructional plans.

6. The teacher will incorporate pupil progress data from multiple assessment techniques in planning instruction.

7. The teacher will use data and information about individual students and human growth and development processes to plan appropriate instructional activities for individual pupil needs.

8. The teacher will plan for higher levels of cognition appropriate for students' developmental level.

9. The teacher will plan cognitive and affective instruction compatible to students' psychomotor development.

10. The teacher will base plans on unambiguous behavioral objectives appropriate for pupils' developmental level.

11. The teacher will prepare instructional plans designed to teach the process of concept formation.

12. The teacher will plan instruction to expand the students' concepts.

13. The teacher will translate instruction into social implications and practical applications.

14. The teacher will measure behavior changes and assess these changes in terms of human development levels.

15. The teacher will develop personal and students' interpersonal relationship skills to help them adjust to their school and community environment.

16. The teacher will develop a teaching style that places emphasis on student growth and development rather than only presentation of subject matter.

17. The teacher will use good mental health practices with the school and community membership.

18. The teacher will demonstrate how one's environment and culture influences the development of attitudes toward self and others.

19. The teacher will utilize knowledge of physical, mental, social and emotional growth and development in planning learning experiences for children of various ages.

20. The teacher will modify instruction to accommodate children having exceptional physical conditions.

21. The teacher will apply interaction analysis and other observation techniques to improve the quality of his or her classroom instruction.

22. The teacher will use creative problem solving techniques in his/her instructional plans.

23. The teacher will use reinforcement procedures that lead to effective learning.

24. The teacher will apply learning theories to implement instructional plans.

25. The teacher will use teaching techniques and strategies that aid students in developing a positive self-image.

26. The teacher will apply motivational techniques that are appropriate for the level of the pupils.

27. The teacher will use principles of learning to develop alternative motivational strategies when dealing with subject matter and students.

28. The teacher will provide instructional activities that allow pupils to attain success and satisfaction from their efforts.

29. The teacher will incorporate appropriate types of play in learning activities of pupils.

30. The teacher will communicate to pupils his/her concern for them as worthy individuals.

31. The teacher will identify characteristics of effective and ineffective teaching.

32. The teacher will evaluate the effectiveness of motivational techniques.

Self-Knowledge, Self-Evaluation and Improvement, Self-Perception, Physical Environment (Classroom), Arranging Physical Classroom Environment, Manipulative Skills, Record-Keeping and Classroom Management, Creating Atmosphere or Emotional Environment, Encouragement of Children's Potential, Aptitudes, Individuality; Encouragement of Children's Creativity
(Combined Groups 4 and 9; Leaders: Bowers-Munson, Dopyera-Cory)

7. The teacher will demonstrate the impact of his/her verbal and non-verbal patterns of communication on others.

16. The teacher will demonstrate understanding of the limits of one's professional competencies so that other appropriate professional assistance can be utilized to the benefit of the student.

20. The teacher will analyze the effect of personal attitudes, abilities, values and biases on establishing and maintaining a productive environment.

55. The teacher will demonstrate continuing self-evaluation through selection and application of a variety of resources for this purpose.

31. The teacher will demonstrate ability to modify behavior in his/her work after assessing response to evaluations of it.

18. The teacher will demonstrate commitment to the profession.

2. The teacher will develop and use classroom techniques based on knowledge of his/her own attributes, and abilities.

5. The teacher will follow emergency procedures applicable to a school setting.

6. The teacher will demonstrate by use of a knowledge of the characteristics, advantages and limitations of a wide variety of media.

2. The teacher will establish a physical environment conducive to learning.

7. The teacher will adjust components of the physical environment to ensure student comfort, health, and safety.

17. The teacher will arrange instructional resources to maximize interaction with materials.

43. The teacher will collect and professionally use available information about each student to aid in better planning the instructional program for that student.

15. The teacher will perform the various routine duties relating to efficient classroom procedure.

14. The teacher will select, identify and implement classroom procedures which are consistent with instructional objectives.

12. The teacher will develop individualized procedures for recording information on student programs in various areas of development in keeping with school policy.

6. The teacher will anticipate dangers to pupils and take precautions against potential or actual hazards.

3. The teacher will follow established school regulations and administrative policies.

7. The teacher will demonstrate that he/she accept and respects each child as a worthwhile individual.

43. The teacher will provide a variety of options for pupil involvement.

11. The teacher will demonstrate skill in using a variety of techniques for guiding children's behavior.

10. The teacher will manage behavioral situations, where appropriate, to build student self-concept.

33. The teacher will demonstrate skill in discipline that will enable him or her to handle routine behavioral problems independently.

27. The teacher will demonstrate a knowledge of methods that foster an environment of security, mutual trust and respect.

22. The teacher will apply various motivational techniques to encourage individual growth.

12. The teacher will create an atmosphere that encourages the expression of diverse points of view.

2. The teacher will demonstrate skill in developing a climate conducive to growth of individuals and group growth in social skills.

3. The teacher will create an environment for optimum student growth in self-expression.

4. The teacher will employ learning experiences which will help children understand and appreciate individual differences in each other.

6. The teacher will develop learning experiences to meet students' needs and interests.

3. The teacher will establish an environment which allows for individual differences in use of time, space, and instructional materials.

8. The teacher will demonstrate knowledge of the various patterns of creativity and will stimulate each student's creativity, where appropriate.

Implementation of Tests and Measurements; Evaluation, Extra-Curricular Activities, Care and Operation of Machinery, Preparing Materials
(Combined Groups 6 and 8; Leaders: Burkhouse-Stephens, Craig-Patterson)

1. The teacher will demonstrate the ability to select, operate, and utilize appropriate media devices for achieving desired instructional goals.

2. The teacher will produce, select, and utilize instructional materials such as, but not limited to, films, tapes, transparencies, flat pictures, bulletin boards, constructions, and duplicating materials.

3. The teacher can state a rationale for the evaluation procedures.

4. The teacher is able to identify cultural bias in standardized tests.

5. The teacher can recognize his/her own biases when interpreting pupil data.

6. The teacher will use evaluative procedures throughout the learning process to determine whether objectives are being attained and to guide future teaching and learning activities.

7. The teacher will be able to demonstrate the knowledge of and commitment to ethical and professional standards regarding the acquisition, handling and explaining of test results.

8. The teacher is able to develop assessment procedures which are appropriate to subject and grade level, valid, and reliable.

9. The teacher is able to use appropriate evaluative procedures as an integral part of the total learning context to determine the performance level of students, (such as standardized tests, teacher-made tests, anecdotal records, observation, interviews, rating scales, self-evaluation, and performance criteria).

10. The teacher is able to use appropriate evaluative procedures as an integral part of the total learning context to provide a pupil profile of needs, interests, and perceptual abilities in the cognitive, affective and psychomotor domains of educational objectives.

11. The teacher is able to construct, select, and use appropriate achievement, diagnostic, post- and pre-tests.

12. The teacher can compute, organize, and interpret test data according to psychometric and statistical procedures (such as central tendency, variability, norms, standard scores, percentiles, frequency distributions).

13. The teacher will demonstrate the ability to use appropriate assessment procedures to aid students in selecting self-goals and assessing their progress toward these goals.

14. The teacher can interpret data acquired through formal and informal measuring devices.

15. The teacher is able to involve the students in evaluating and interpreting their test results.

16. The teacher can report pupil progress to both students and parents in oral, person-to-person, and written forms.

17. The teacher will select an appropriate grading system from among alternatives using fixed or relative standards.

18. The teacher demonstrates the ability to initiate, organize, and direct various parent and/or student organizations, clubs, hobbies, and sports or groups dealing with school affairs.

19. The teacher can specify the contributions to learning of "out-of-class" activities.

Values and Affect, Building and Clarifying Values and Attitudes, Humanistic Treatment of Children, Building Children's Sensitivity to Others, Cultural Heritage, Trends, Diversity, Environment; Implementation of Cognitions about Cultural Diversity
(Combined Groups 7 and 13; Leaders: Gilroy-Durnin, King-Baker)

1. The beginning teacher should possess knowledge of the emotional components involved in the development of a positive self-image in order that he/she may assist the student to function effectively within the structure of a group.

2. The beginning teacher should have guidelines for recognizing inappropriate social attitudes and behaviors in pupils.

3. The beginning teacher should know a variety of approaches for implementing effective education in the classroom.

4. The beginning teacher understands the values inherent in a democratic society.

5. The beginning teacher should know those principles of classroom management which create an atmosphere for maximum learning and self-discipline.

6. The beginning teacher should know a variety of methods of clarifying student values in different learning situations.

7. The teacher will be able to pursue learning independently and be able to assemble information for new areas of knowledge.

1. The teacher will describe ways of expanding student perceptions beyond his/her immediate environment.

2. The teacher will describe effective ways of utilizing community resources in the school program.

3. The teacher will demonstrate awareness of the relationship between school and community.

4. The teacher will be able to identify and be sensitive to the creative potential possessed by all individuals.

5. The teacher will identify and compare the effects which recent changes, trends and directions in contemporary American culture have had on the process of American education.

6. The teacher will be able to identify manner in which the peer group influences the values, aspirations, intellectual performance, and personality development of each individual in the group.

7. The teacher will recognize and recall significant figures, social movements, and ideals which have greatly influenced the historical development of education in America.

8. The teacher will identify and evaluate the role and responsibilities of the school toward the society it serves.

9. The teacher will be able to describe the ramifications for the educational process of a student's social class, race, and economic status, and be able to identify the relevant variables needed for successful achievement of a child from any socio-economic background.

10. The teacher should be able to explain how cultural characteristics are reflected in educational systems, curricular materials, and regulations governing educational practices. (Possibly reclassify)

1. The teacher should maintain ethical standards that foster an atmosphere of confidentiality and trust in working with pupils, colleagues, parents, and administrative staff.

2. The teacher should be able to analyze and explain reciprocal efforts of student teacher interaction.

3. The teacher should be able to deal with intellectual, personal, and social problems of individual pupils through the application of a problem-solving process in an empathetic climate.

4. The teacher should show fairness, tact, compassion and good judgment in dealing with pupils.

5. The teacher should be able to foster within each learner a sense of personal worth within acceptable socio-psychological and developmental dimensions.

6. The teacher should demonstrate empathy towards students with personal problems by modifying requirements and obtaining professional help where necessary.

7. The teacher should demonstrate an acceptable behavior pattern which will be conducive to a wholesome classroom environment.

8. The teacher should be able to establish rapport with individual students and make provision for special needs of students according to their ability and background.

9. The teacher should allow students to express feelings openly within acceptable limits.

1. The teacher should develop within learning situations values inherent in the democratic society.

2. The teacher should demonstrate the ability to assist students in developing the skills used in group cooperation and in understanding, appreciation, and weighing other people's points of view.

3. The teacher should recognize different values inherent in different groups and respect the dignity of the individuals holding these values.

5. The teacher should develop in students a positive attitude toward learning.

1. The teacher should demonstrate that he/she can create an awareness among students of their individual differences, and have them respond accordingly.

2. The teacher should be able to describe ways to create an environment in which the children establish concepts and values concerned with human behavior and develop self-esteem.

1. The teacher should be able to make personal, mental and emotional adjustments to a wide range of cultural, attitudinal, and intellectual differences among students and colleagues.

2. The teacher should be able to recognize, evaluate, and take appropriate steps to clarify many of the cultural bases, myths, and generalizations to which students are exposed.

3. The teacher should be able to develop strategies for the classroom to create an awareness and appreciation of the similarities and differences of the world's ethnic groups in order to promote inter-cultural understanding.

4. The teacher should be able to utilize knowledge of students' previous experiences to make the teaching-learning relevant to the students and to their social environment.

Methods and Strategies
(Combined Groups 10, 11 and 16; Leaders: Faith-DeTrude, Fountain-Washington, Miller-Alexander)

1. The teacher will involve the student in planning, structure and objectives, and executing learning activities.

2. The teacher will utilize effective questioning techniques at all levels of a taxonomy, including questioning that will elicit convergent and divergent responses leading to an understanding of the purposes of the lesson.

3. The teacher, incorporating motivational techniques, will select, implement and justify teaching strategies for particular learners.

4. The teacher will make realistic, meaningful assignments.

5. The teacher will utilize strategies for individual, small group, and large group instruction.

6. The teacher will demonstrate the ability to use significant research concerning the teaching-learning situation.

7. The teacher will employ a variety of techniques, materials and methods which will actively involve each student in the learning situation.

8. The teacher will plan and administer diagnostic and achievement tests to determine each student's strengths and weaknesses.

9. The teacher will regularly assess the relevancy and adequacy of the subject matter.

10. The teacher will modify previously planned strategies in response to pupil performance, needs, and interests.

11. The teacher will provide learning experiences which enable students to transfer principles and generalizations developed in school to situations outside of the school.

12. The teacher will provide alternative ways for students to satisfy objectives.

13. The teacher will demonstrate to the pupil the interrelationships among subject-matter areas.

14. The teacher will demonstrate the ability to apply learning theories.

15. The teacher will utilize techniques to develop the learner's ability to think and to arrive at conclusions.

16. The teacher will utilize various modes of instruction to develop each student's self-actualization, self-discipline and self-assessment.

17. The teacher will develop cognitive, affective, and psycho-motor instructional sequence using the techniques of discussion, role-playing, simulation, questioning, and information-giving.

18. The teacher will recognize from the student's every-day experiences those principles, processes, and concepts which will enable one to teach students through inquiry.

19. The teacher will prepare comprehensive plans for single-concept learning, learning sequences, and long-range instruction for accomplishing specific educational objectives.

Curriculum Theory, Implementation of Curriculum Theory, Educational Philosophy and Objectives, Teacher Certification, School Law, School Finance, School Structures and Systems, History of and Comparative Education
(Combined Groups 17 and 23; Leaders: Macus-Dana, Weigert-Libra)

1. The teacher can analyze distinctions among curricular structures, explain the methods employed in each, and give the advantages and limitations of each.

2. The teacher can identify and explain curricular innovations in education and in his/her area in particular.

3. The teacher can analyze and evaluate the components of several different curricula in his/her teaching area.

4. The teacher will explain and illustrate how educational, governmental, socio-economic, and cultural factors influence curriculum.

5. The teacher will demonstrate his ability to adapt curriculum to the particular needs of his/her community and to the individual differences among students.

6. The teacher will identify the strategies that are important in involving the administration, the students, and the community in determining the curriculum.

1. The teacher can describe major educational theories, movements, and institutions in the history of education including the precedents of current educational issues.

2. The teacher can relate the development of American education to the political, social, economic, and religious history of our country.

3. The teacher can identify major similarities and differences between the American educational system and the educational systems of other countries.

1. The teacher will formulate a personal philosophy of education which is both theoretical and practical.

2. The teacher will identify philosophers and interpret their philosophies as they have influenced education in the past and present.

3. The teacher will demonstrate knowledge of philosophical implications in the establishment of educational program directions, priorities, and goals.

4. The teacher will identify the philosophical aspects of major problems and trends in education and propose solutions and adaptions in his/her own area of specialization.

-- The teacher will identify varied programs of teacher preparation and requirements for certification as well as the relationship between certification and society's educational needs.

-- The teacher should be able to locate school laws of the state and identify those provisions essential to the rights, responsibilities, and liabilities of teachers, staff, students, and the school as an institution.

-- The teacher will describe essential components of school finance at the local, state, and federal levels.

1. The teacher will describe the organization of administrative, instructional, and service units in designated school systems.

2. The teacher will identify the agencies and agents which affect, make, and implement educational policy at the local, state, and federal levels.

3. The teacher will explain his role in the school system and show how those functions are related to the functions of other groups of school personnel.

Sociological Principles, School as a Social System, Social Traits, Implementation of Social Principles, Roles of Educational Personnel, Drugs and Other Physiological Deviations, Relating to Colleagues, Superiors, Parents, Guidance, Guidance Skills, Skills in Parent-Teacher Conference, Community Resources, Use of Community Resources (Combined Groups 12 and 18; Leaders: Jeffers-Bragg, Neuhard-Walton)

-- The teacher will translate societal aims into learning goals.

-- The teacher will demonstrate the ability to diagnose learning problems relating to minority cultures.

-- The teacher will give evidence of being at ease with students, in a group or with a single student, in establishing a trust relationship.

-- The teacher will model cooperativeness, politeness, kindness, honesty, empathy, brotherhood, and commitment of education to demonstrate integrity and congruity in the learning process.

-- The teacher will identify cultural and environmental experiences that would predict student learning status and attitudes toward education.

-- The teacher will identify the emotional conflicts experienced by academically able, disadvantaged youth, including those arising (a) from within a family and (b) from within the peer group.

-- The teacher will articulate the concept "minority group", analyze the basis of classifying groups to this status, identify the various minorities of our society, and distinguish the modes of interaction between minorities and dominate groups.

-- The teacher will describe the typical family situation of the disadvantaged child.

-- The teacher will identify the implications of family relationships and life style for education.

-- The teacher will demonstrate a knowledge and understanding of the sociological and behavioral sciences which emphasize the relation of the child to his environment.

-- The teacher will identify the significance and pervasiveness of change and its impact upon the individual and society.

-- The teacher will identify awareness of the changing patterns of technology and the demands these make of the schools and students.

-- The teacher will describe the various role descriptions of administrators, teachers and students.

-- The teacher will describe the career patterns of teachers -- supply and demand, economic and social status, security, benefits, responsibilities.

-- The teacher will describe the key forces which are instrumental in determining school policies and operations and specify some of the ways in which these forces interact with and influence each other.

-- The teacher will identify causes of drug abuse.

-- The teacher will identify probable causes of behavior of children that may be due to psychological, physiological, and environmental influences.

-- The teacher will develop a procedure for handling referrals of possible drug users.

-- The teacher will provide a rationale for present personal and group action through consideration of historical precedent, contemporary imperatives and future implications.

-- The teacher will detect biases in tests.

-- The teacher will prescribe remedial action for diagnosed learning problems.

-- The teacher will assess effectiveness of remedial action prescribed for the learner.

-- The teacher will listen and clarify learners' ideas before interjecting his/her own relevant concepts.

-- The teacher will encourage student performance toward achieving objectives.

-- The teacher will identify individual needs of students.

-- The teacher will modify teaching behavior based on student, professional and self-evaluation data.

-- The teacher will comply with the existing school policy.

-- The teacher will describe the school as an example of a social system; e.g. through identification of role relationships, rules, traditions, and communication patterns.

-- The teacher will describe the educational process as an agent of change and continuity.

-- The teacher will define the concept of accountability as it relates to his/her students, their parents and the instructional process.

-- The teacher will state the role of the school in helping students reach maturity physically, socially and emotionally.

-- The teacher will exhibit behavior congruent with his/her stated philosophy.

-- The teacher will describe the impact of innovative institutional organizations on the teacher's behavior.

-- The teacher will analyze the various positions of the educational staff.

-- The teacher will analyze some of the conflicting positions held by peers, supervisors, administrators, unions, community, and other environmental influences.

-- The teacher will develop strategies to modify student behavior.

-- The teacher will evaluate the criticism, conflict, and change in American education.

-- The teacher will apply operant principles to classroom situations.

-- The teacher will use consultation from colleagues and paraprofessionals in dealing with behavior direction.

-- The teacher will outline the structure and procedure of a parent conference.

-- The teacher will summarize accumulated data pertaining to the student educational and health records.

-- The teacher will distinguish between learning problems which can be addressed within the regular classroom and those requiring assistance or referral.

-- The teacher will utilize the experiences of personnel of education process in his/her teaching.

-- The teacher will exhibit flexibility in accepting change, in seeking assistance from peers, specialists and other personnel when necessary

and in acting as an effective and productive group member.

-- The teacher will demonstrate an understanding of the concept of "equality" as it applies to education by:

a) distinguishing between equality meaning "the same" education for all, and equality referring to "equality of educational opportunity for all;

b) tracing the increasing application in educational practice of the concept of equality of educational opportunity;

c) analyzing the practice of "ability grouping" in the schools in regard to its compatibility with the concept of quality of educational opportunity;

d) analyzing the influence of social class on the availability of equality of educational opportunity;

e) evaluating programs designed to provide equal educational opportunity for all.

-- The teacher will describe and give practical evidence in an actual learning situation of a variety of teaching methods, from N, K-12, appropriate to the area of concentration.

-- The teacher will describe the interrelationships of teaching style behavior, pupil reactions and responses to teaching behaviors, as observed in a variety of classroom practices.

-- The teacher will use evaluation tools in determining effectiveness in a teaching environment.

-- The teacher will apply positive principles of human relations by effecting positive relationships among students, fellow educators and the community.

-- The teacher will construct a plan containing legal, social and educational ramifications prior to the field trip experience.

-- The teacher will list and discuss the possible services and resources available within a community for incorporation within the curriculum.

-- The teacher will interpret the evaluation of pupils' progress and communicate to the parent the strengths, weakness and needs of individual students.

-- The teacher will formulate a rationale for use of community as the classroom.

-- The teacher will inventory available resources in the surrounding area that will aid instruction.

Group Process, Implementation of Group Process, Communications, Implementation of Communications Skills
(Combined Groups 14 and 20; Leaders: Nichols-Davis, Schantz-Hilsinger)

1. The teacher will be able to establish guidelines for developing and maintaining control in the classroom, including the resolution of individual pupil problems with a minimum of disruption.

2. The teacher will demonstrate the ability to direct and participate in group processes in the classroom.

3. The teacher will identify psychological principles and group approaches to human motivation that influence pupils.

4. The teacher will describe the merits of alternate teacher-pupil relationships, such as competitive and collaborative models, within the context of intra- and inter-group relations.

5. The teacher will be aware of the effect of different socio-economic school enviroments on the teaching-learning situation.

6. The teacher will know the advantages and disadvantages of a variety of instructional patterns and grouping skills, and be able to implement them (e.g. Large and small group instruction, individualized instruction, independent study, laboratory experiences, and team teaching).

7. The teacher will develop with pupils a classroom climate conducive to learning and improving interpersonal relationships.

8. The teacher will adapt to varying school situations and conditions.

9. The teacher will be able to consult with others concerning the welfare of pupils.

10. The teacher will identify and provide for the emotional, intellectual, and social interests, needs and development of individual students.

11. The teacher will create situations and settings which allow for pupil self-expression and personal growth.

12. The teacher will involve pupils in evaluating individual and group progress in order to plan future goals and means of achieving them.

13. The teacher will demonstrate a familiarity with self-evaluating techniques, including a form of interaction analysis, to increase his/her instructional and professional competence.

1. The teacher will demonstrate a knowledge that attitudinal, physical, and environmental factors affect pupils' ability to use communication skills.

2. The teacher will be able to describe and utilize communication and technological innovations and their implications.

3. The teacher will demonstrate knowledge of the nature and function of communications, including literary and non-literary, oral and written, verbal and non-verbal, and standard and non-standard language for use in both formal and informal situations.

4. The teacher will demonstrate a mastery of basic communication skills and direct pupils in their acquisition of these skills for use in observing, inquiring, and discovering.

5. The teacher will be able to diagnose pupil communication skills in his/her respective subject area and provide feedback at a level of pupil understanding.

6. The teacher will demonstrate the ability to communicate subject matter, including objectives and vocabulary, in concepts and words appropriate to the level of pupil understanding.

7. The teacher will demonstrate the ability to communicate effectively with members of the school community.

8. The teacher will demonstrate the ability to select appropriate materials and instructional techniques to meet the communication skill needs of pupils.

Reading, Teaching of Reading, Research Methods, Use of Research Methods, Logic, Reasoning, Comprehension, Problem-Solving, Logic Skills; Implementation and Teaching of Problem-Solving, Skills; Comprehension, Teaching of Study Skills and Work Habits
(Combined Groups 15 and 19; Leaders: Nous-Southworth, DiFigio-Gorman)

3. The teacher will facilitate problem solving techniques, formulating hypotheses, testing promising conclusions, evaluating, revising and retesting.

6. The teacher will encourage questioning, curiosity and critical thinking by the students.

12. The teacher will apply learning principles to develop in students the ability to make generalizations, and see relationships.

15. The teacher will develop an intellectual atmosphere in the classroom by formulating questions that require more than memory.

19. The teacher will organize ideas, concepts, and principles on a recognizable priority system.

20. The teacher will help to establish a priority system based upon ideas, concepts, and principles.

22. The teacher will analyze and answer student questions.

26. The teacher will acknowledge and examine conflicting evidence.

28. The teacher will differentiate observable data from inferences.

37. The teacher will be able to stimulate divergent thinking and consideration of alternative views and courses of action.

41. The teacher will demonstrate the ability to formulate questions and statements that require integrating reading and thinking skills with content.

43. The teacher will analyze techniques in problem solving, logical reasoning, discovery and inquiry methods.

50. The teacher will be able to organize and transmit information and ideas to others in the learning environment.

1. The teacher will demonstrate an understanding of the existence of various levels of thought processes.

4. The teacher will demonstrate a knowledge of the techniques for the analysis of an educational issue, problem or theory.

5. The teacher will demonstrate a knowledge of major philosophies and systems of logic.

7. The teacher will acquire an understanding of problem solving skills.

8. The teacher will acquire an awareness of his/her changing role.

9. The teacher will be able to state the relationship among: (a) empirical information, (b) generalizations, (c) hypotheses, and (d) theory.

12. The teacher will relate curriculum and methodology to the development of logical processes in students.

13. The teacher will demonstrate an understanding of concept development as it relates to classroom situations.

16. The teacher will analyze and synthesize the use of the following as they relate to classroom teaching: (a) personal experiences, (b) authoritative sources, (c) deductive reasoning, (d) inductive reasoning, and (e) scientific method.

17. The teacher will be able to identify the comprehension skills as they relate to classroom situations.

1. The teacher will identify and practice good study techniques.

2. The teacher will list and describe the basic study skills and devise strategies for their functional application.

3. The teacher will construct an original study guide to help students comprehend and organize material.

4. The teacher will construct activities and materials for teaching study skills.

7. The teacher will promote the development of information organizing skills, e.g. note taking, outlining, summarizing, and translating by children.

1. The teacher will be able to read, interpret, and evaluate research and relate the findings to teaching practice.

7. The teacher will demonstrate a knowledge and utilization of basic educational resources, references, and contemporary research.

10. The teacher will select and utilize reference sources related to a topic, prepare a bibliography employing an acceptable research style.

14. The teacher will state the purpose, procedures and differences among the following types of research: (a) historical, (b) descriptive, and (c) experimental.

16. The teacher will utilize data containing modern research terminology: (a) types of research design, and (b) basic descriptive and inferential statistics (measures of central tendency, variability, correlations, and significance).

17. The teacher will state the relationship among (a) empirical information, (b) generalizations, (c) hypothesis, and (d) theory.

18. The teacher will state the significance of a hypothesis in research design, describe how to construct, test, and evaluate hypotheses.

21. The teacher will locate, acquire, organize, and analyze information in a manner consistent with established standards of scholarship.

28. The teacher will demonstrate the capacity to direct independent student study.

38. The teacher will identify the research skills and devise strategies necessary for various learning approaches such as: unit based approach, inquiry approach for instruction in these skills.

44. The teacher will demonstrate the recognition and utilization of the library as an educational component.

45. The teacher will develop the ability to research, interpret, and present results of a problem related to classroom situations.

1. The teacher will develop an understanding of the concept of reading readiness.

3. The teacher will identify and assess the factors related to the reading process: perceptual, intelligence, personality, cultural, socio-economic, environmental.

5. The teacher will demonstrate that reading is developed through the various curricular avenues.

7. The teacher will demonstrate a working knowledge of the basic principles underlying the development of reading skills and the relationship of these skills to the various approaches of teaching reading.

17. The teacher will be able to identify the reading skills needed in the content areas.

21. The teacher will describe and implement the principles of diagnosis.

24. The teacher will identify the problem readers.

28. The teacher will isolate and interpret the relationship between the experiences and the language backgrounds to the processes of reading.

39. The teacher will discern and implement the methods and skills pertaining to the reading process.

46. The teacher will be able to explain the nature of and processes involved in reading.

52. The teacher will identify reading as a vital component in the educational process.

63. The teacher will identify and analyze the effect of cultural, environmental and family influences on the reading experiences of learners.

70. The teacher will identify the needs and characteristics of the disadvantaged learner as related to reading.

19. The teacher is able to identify the major factors which influence language development.

29. The teacher will identify and make use of the major factors which influence reading development and facility.

32. The teacher stimulates continuing interest by the presentation of a variety of language arts materials.

46. The teacher will develop and utilize instructional plans for applying reading skills in the content fields.

Tests and Measurements, Intellectual Traits, Instructional Objectives, Implementation of Instructional Objectives and Goals
(Combined Groups 22 and 25; Leaders: Vayda-Dunkle, Eves-Perkins)

1. The teacher will demonstrate openmindedness by respecting others, considering divergent points of view, and by manifesting an attitude of flexibility, sensitivity, and tolerance.

2. The teacher will demonstrate intellectual initiative in developing related knowledge and materials to teaching/learning situations.

3. The teacher will demonstrate a commitment to continuous cognitive and affective growth.

4. The teacher will exhibit a problem-solving attitude through a spirit of inquiry, intellectual curiosity, and mature judgment.

5. The teacher will demonstrate responsibility for the relevance of instruction.

6. The teacher will exhibit a willingness to accept and adapt to any teaching/learning situation.

7. The teacher will exhibit appropriate means of communication within the instructional environment.

1. The teacher will compare traditional systems with competency-based instruction.

2. The teacher will list, define, identify, and provide examples for systems of task analysis and specify the accompanying instructional objectives.

3. The teacher will conduct a task analysis, write instructional objectives, specify the levels of learning activities, develop pre- and post-tests and empirically evaluate that sequence.

4. The teacher will cooperate with students to develop relevant objectives which consider the broader understandings and concepts rather than a compilation of facts.

5. The teacher will distinguish enabling from terminal performance objectives.

6. The teacher will develop objectives for the cognitive, affective, and psycho-motor domains which are behavioral and observable.

7. The teacher will defend the rationale used in determining content to be presented.

8. The teacher will cooperate with pupils to develop goals which reflect the uniqueness of the group and which will be (a) consonant with each student's current performance capabilities, (b) relevant and meaningful to each student's current life experience, and (c) appropriate to their developmental sequence.

9. The teacher will individualize instruction through the following processes:

    a. Obtain student commitment.
    b. Specify behavioral objectives.
    c. Pre-test students for both entry and exit level behavior.
    d. Provide instruction which relates to the level of the objective, which utilizes student interaction and reinforces student behavior.
    e. Post-test student to determine competency level.
    f. Recycle instruction if necessary.

10. The teacher will distinguish between conceptual and skill development.

11. The teacher will communicate learning objectives to learners, to facilitate their understanding by teachers, parents, learners, and others.

12. The teacher will design and utilize advance organizers other than topical and chronological.

13. The teacher will determine if students have a clear understanding of the desired terminal performance.

1. The teacher will devise and use programs of continuous evaluation of learner growth, needs and interests.

2. The teacher will utilize learner evaluation data to provide feedback for instructional program modification.

3. The teacher will identify advantages and disadvantages of verbal and performance assessment.

4. The teacher will define and use concepts of objectivity, reliability and validity as basic elements of measurement instruments.

5. The teacher will differentiate between norm-referenced and criterion-referenced assessments.

6. The teacher will identify the social-emotional and socio-cultural influences on individual performances on norm-referenced and criterion-referenced assessments.

7. The teacher will select assessment instruments for use in evaluation of the cognitive, affective and psycho-motor domains.

8. The teacher will, given chronological age and intelligence quotient, compute the mental age and make a predictive judgment about academic expectency.

9. The teacher will interpret norm-referenced assessment scores by the use of test manuals and test-resource information.

10. The teacher will calculate and interpret the mean, media, mode, standard deviation, percentile and percentile rank, given a group of test scores.

11. The teacher will, given a set of test scores plotted on a normal curve, have the student interpret the distribution and describe conditions under which the concept of normal curveis applicable.

12. The teacher will, given a teacher-made test, critique the content and format.

13. The teacher will develop teacher-made tests.

14. The teacher will differentiate uses and interpretations of kinds of tests through item analysis.

15. The teacher will develop rationales for evaluating and reporting outcomes from norm-referenced and criterion-referenced assessment.

16. The teacher will systematize observation strategies to include case study, anecdotal recording and classroom interaction analysis.

17. The teacher will recognize the ethical problems related to acquiring data and maintain confidentiality of the data in order to avoid unwarranted speculation or embarassment.

18. The teacher will specify the criteria necessary for useful psychological tests. These criteria will include objectivity, reliability, validity, and standardization.

19. The teacher will describe procedures for assessing the entry-level of learners.

20. The teacher will demonstrate understanding of the assets and the limitations of various types of psychological measures and the part they play in the educational setting.

21. The teacher will explain the use, misuse, and value of intelligence tests.

22. The teacher will demonstrate knowledge of instruments and techniques suitable for diagnosing children with specialized needs.

Media and Materials, Use of Media and Materials, Methods and Strategies, Personality Traits, Physical Traits
(Combined Groups 24 and 26; Leaders: Rivell-Levinthal, Metcalf-Morgan)

1. The teacher will demonstrate the application of instructional techniques and research findings to meet the special needs of individual learners.

2. The teacher will identify and evaluate currently emerging or re-emerging patterns of instruction.

3. The teacher will demonstrate the application of the latest techniques, methods and materials in their respective teaching fields.

4. The teacher will analyze and synthesize the contributions of various disciplines to education, e.g. philosophy, sociology, history, etc.

5. The teacher will use planning techniques that contribute to meeting instructional objectives.

1. The teacher will exhibit acceptable limits of emotional and physical health.

2. The teacher will maintain an acceptable physical appearance.

3. The teacher will exhibit acceptable physical communication skills.

1. The teacher will demonstrate a degree of personal confidence which enables him/her to react reasonably to professional situations.

2. The teacher will demonstrate sensitivity to others.

3. The teacher will exhibit personal characteristics which reflect enthusiasm toward his/her profession.

4. The teacher will show dependability in fulfilling his/her responsibilities.

1. The teacher will develop criteria for the selection or production of media and specifications for physical environment when given an objective, a classroom organizational pattern, and an instructional strategy.

2. The teacher will locate and obtain media meeting developed criteria.

3. The teacher will produce simple media meeting developed criteria from available resources.

4. The teacher will adjust the physical environment to meet the developed specifications within existing limitations.

5. The teacher will specify how media will be used to meet conditions of learning when given objectives, instructional strategies, and organizational patterns.

6. The teacher will use media according to developed specifications.

7. The teacher will evaluate media in terms of student performance.

Participant Characteristics
June Workshop
Lock Haven State College
(221 Respondents)

1. Sex

Male:	139
Female:	82

2. Affiliation

Public School:	23
College or University:	185
State Government:	1
PDE:	11
PSEA:	1
Non-Professional Education Research	2

3. Size of School

Under 3000:	100
3000-6000:	64
Over 6000:	43

4. Position

Student:	16
Teacher:	149
Administrator:	52
Other:	28

5. Years in Professional Education

Under 5 years:	21
5-15 years:	89
Over 15 years:	112

6. Previous Practical Experience with CBTE Programs

Little:	125
Moderate:	73
More than moderate	25

7. Level of Knowledge About CBTE Programs:

Little:	71
Moderate:	124
More than moderate:	26

June Workshop
Participants and Addresses

KEY TO SYMBOLS

- • Denotes group leaders
- ■ Denotes group co-leaders

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Schaffmaster, Lansdale (Mrs.) R. D. Newfoundland, Pa. 18445	
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